

The Classical Outlook

VOLUME XXIX

OCTOBER, 1951

NUMBER 1

Copyright, 1951, by the American Classical League

TEACHING FOR AMERICAN DEMOCRACY THROUGH LATIN

BY KATHRYN S. BENNETT

Professor of Classics and Education
Lake Erie College, Painesville, Ohio

IN THE PRESENT crisis between democracy and communism, there is no question as to whether the schools should teach for American democracy, but there is considerable uncertainty among teachers as to how they can participate. It is the purpose of this paper to consider briefly the following points: (1) what is meant by "teaching for American democracy"; (2) what responsibility all teachers have, including the teacher of Latin; and (3) what particular contribution the teacher of Latin can make.

Obviously, if the schools are to teach effectively for American democracy, the teachers must first know clearly in their own minds what is meant by the term. All too often we feel we know what we mean by our American way of life, but we have difficulty in putting it into words or directing it into action that will help our students. Volumes have been written on democracy, but what we need for our purpose is a simple statement of essentials.

Fortunately there is one, provided by the N.E.A. Policies Commission in its publication *Purposes of Education in American Democracy* (Washington, D. C., 1940, Chapters I and II), with which many of my readers are no doubt familiar. Listed as the basic principles of American democracy are the following: (1) the general welfare; (2) civil liberty; (3) the consent of the governed; (4) the appeal to reason; and (5) the pursuit of happiness. In the accompanying discussion the Commission interprets these to mean that democracy stands for broad humanitarianism; that democracy grants to every individual certain inalienable rights and certain corollary responsibilities; that democratic processes involve the assent of the people in matters of social control and the participation of all concerned in arriving at important decisions, with questions settled by peaceful and orderly methods; and finally that democracy values human happiness and sets it up as a criterion for judging the rightness and effectiveness of our way of life.

TEACHER PLACEMENT SERVICE

The American Classical League Service Bureau is offering, experimentally, for the year 1952, a Placement Service for teachers of Latin and Greek.

The plan is a very simple one, and very inexpensive. Any teacher desiring this service may write to the Service Bureau requesting an information blank. This blank the applicant will return to the Bureau together with a registration fee of \$1.00. The blanks will be kept on file in the order received, and any prospective employer will, on inquiry, be given an up-to-date list of all applicants together with pertinent information about each applicant.

This placement service is open only to members of the American Classical League, but any non-member may become a member by paying the annual membership dues of \$1.00, which amount includes a year's subscription to *THE CLASSICAL OUTLOOK*.

It is obvious that the proposed placement service can succeed only if members of the League cooperate by giving the plan the widest possible publicity among prospective employers in the schools and colleges of the country, and this cooperation is earnestly solicited.

—W. L. Carr, Director

Therefore, when we say that we are to teach for American democracy, we should mean that we are to endeavor to help our students to become the kind of persons whose character and conduct are appropriate to the above principles, who will appreciate, enjoy, and preserve them, and who will constantly strive to make their practice more nearly perfect. Now let us consider what specific traits such persons should have, since these will be the goal of our teaching.

In the first place, the good American citizen should possess wide human sympathies and a respect for human personality, regardless of race or creed. Secondly, he should seek and support freedom and justice for all, based on universal human rights. He

should also accept the responsibility as well as the privilege of voting, and endeavor to make intelligent decisions based on reason and adequate evidence; and, finally, he should develop sufficient wisdom and initiative to pursue genuine happiness. More concisely, in teaching for American democracy we are teaching for sympathetic understanding, a sense of justice, responsibility, intelligent thinking, discriminating judgment, and initiative.

Obviously it is no simple or limited project; no course in civics or problems of democracy will suffice; no one teacher, nor even the school, can accomplish it alone. Actually, of course, all of society is responsible for the development of the good person who is also the good citizen—the home, the church, the state, industry, and recreational agencies as well as the school have a tremendous influence on the growing young person. Democracy is not something that can be learned from books or from talking about it—it must be lived.

And this is where the responsibility of all teachers begins. Regardless of the subject taught, every schoolroom has young people from various backgrounds and with differing abilities and interests. Here is the opportunity to develop mutual understanding and respect, while the young personalities are still flexible. Here the attitude and habit of finding out pertinent facts and basing decisions on evidence can be practiced, and the spirit of fair play and reasonableness must be encouraged.

But while the democratic classroom attitudes and procedures are basic, teachers should also use the resources of their subjects to develop further the characteristics of good citizens and to render citizenship enlightened. We Latin teachers are especially fortunate in having a subject that can contribute so much. All we need is insight, imagination, and ingenuity. Let us now look closely at our subject to discover our particular resources.

Our attention may be attracted first to such things as word study and translation. Here we have practice in the communication of thought, discrimination in meanings, and an understanding of ways of expressing ideas differing from our own. These are important for a good citizen, and should be pointed out to the students. Moreover there is great value in approach-

ing the study of Roman civilization through the language of its people—in seeing how national characteristics affect expression, and what rich overtones English words receive from their Latin origins.

But it seems to me that the study of Roman civilization through Latin has the special advantage of providing a sense of perspective and proportion. This comes from considering ideas and events far removed in time and space, from perceiving the different ways in which people of another civilization satisfied their basic human needs, and from discovering the origins of many of our ways of doing things. The writers of the Harvard Report, *General Education in a Free Society* (Cambridge, Mass., 1945, pp. 134-8), call such a sense of perspective and proportion an essential component of good citizenship, necessary for making intelligent decisions and distinguishing true values.

Stuart Brown, in his article "The War and the Humanities" (quoted in *The Key Reporter*, Summer, 1942, p. 2), urges teachers to take up their books again to discover what is really in them—e.g., the fact that the evils of our time are not new in the world, that lawless men have unleashed them countless times before, and that courageous and disciplined men have met and overcome them. If we can give our students this sense of the continuity and unity of human experience, we will give them a counterbalance to the unsettling effects of change in external circumstances. It is enlightening and encouraging to them to realize that the Romans, too, were disturbed by current happenings, and looked back on the "good old days." We can read to our classes Lucretius' lament that the world is all worn out (*De Rerum Natura* ii, 1150-74), and Horace's recommendation to turn back from modern philosophers to the wisdom of Homer, who still teaches what is beautiful, or shameful, or useful (*Epist.* i, 2, 1-5). And to those who see only failure and futility in history, E. K. Rand had an inspiring answer in his book *The Building of Eternal Rome* (Cambridge, Mass., 1943, pp. 178-9). It was his opinion that the ideals and aspirations of men are more important than their imperfect attempts to realize them, and that we should sift out this gold from the dross and concentrate on the gold.

It is the gold, then, of the enduring values and aspirations of the human spirit which we must seek out especially in Roman life and literature, and reveal to our students. Granted that it is easier for teachers of advanced

literature to do this than for teachers of the elementary years, yet it remains true that all students need to know more about the literature and personalities of Rome than the usual courses of study include, and such materials, contributed by the teacher or through reports by the abler students (and here is a chance to develop initiative),

THE LEAGUE IS HONORED

Announcement has been made that Professor Walter R. Agard, of the University of Wisconsin, President of the American Classical League, is now a member of the Board of Directors of the American Council of Learned Societies.

greatly enrich the experience of the classes. Far too often, it seems to me, the background material included in textbooks is about material things—houses, food, clothing. Such things are all right as a start; but, as a home is more important than a house, even so we should add some acquaintance with actual Roman human relationships.

Let us consider first what we have to offer in family relationships, since they are such a fundamental part of the broad human sympathies we are aiming at. The poet Horace expresses deep respect for the pure and lasting love of husband and wife, in his thirteenth Ode in Book I (17-20): "Thrice happy and more are they whom love holds with an unbroken bond and does not separate until death, unspoiled by evil complaints." A real-life and exciting example of devotion is related in a letter of Pliny the Younger (iii, 16): how Arria, when her husband hesitated to kill himself at the order of the emperor, herself seized the knife, plunged it into her own heart, and then handed it to her husband with the words, "It doesn't hurt." Catullus (lxi, 216-20) reveals warm feeling for the family circle in the following prayer: "May the little Torquatus on his mother's lap, reaching out his tiny hands, smile sweetly at his father with half-open lips." Perhaps the most eloquent testimony to the Roman feeling for the family is Lucretius' great lament over the dead (*De Rer. Nat.* iii, 894-6): "Now, now no happy home will receive you, nor dear wife, nor will sweet children run to snatch kisses and touch the heart with silent sweetness." The teacher of Vergil, of course, need look no

further than the episodes involving Ascanius; and Cicero's Tullia and Marcus live in their father's letters.

Turning from the family to the community and state, we find that the good neighbor policy was advocated by the practical Cato, and was one reason for the successful growth of the Roman republic. And Livy tells us how the strife between the patricians and the striking plebeians was settled by reasonableness. Students enjoy and easily remember the fable told by the consul: how the other members of the body revolted against the belly, which lay comfortably in the middle and was fed without toil on the food they brought it; how they struck and refused to feed it, and found to their dismay that their own strength dwindled. Thus it is brought home vividly that all members of the state, and indeed of the world, are members of one body, and must all work together in harmony.

But closer to the hearts of young people than the community, and even in some respects than the family, and basic to the brotherhood of democracy, is the concept of friendship. The Romans have given us one of the finest accounts of it in Cicero's *De Amicitia*; and there are examples of it in his letters. Moreover it seems to me particularly important now to stress the Roman concept of disinterested friendship based on fundamental decency of character and affection, in order to counterbalance the utilitarian emphasis commonly placed on winning friends and influencing people. While excerpts from the *De Amicitia* can most naturally be included during the study of Cicero's orations, such material is a valuable supplement at any time. Revealing Cicero to a class as a warm human being and devoted friend, it will make the study of his writings more enticing than if he is allowed to remain a somewhat forbidding statesman.

Another area of Roman life parallel to our own and frequently touched on in elementary textbooks is education. Accounts are given of the kinds of writing materials, the long sessions, the *paedagogi* who escorted the boys to school, and the like—but the sense of flesh and blood reality is not there unless real Romans and their human feelings are brought in: Horace and his loyal devotion to his father, who served as his *paedagogus* (*Serm.* i, 6, 65-99); Pliny and his conversation with the schoolboy that led to the founding of the school in his own home town (*Epist.* iv, 13); and Quintilian (*Inst.* i), with his amazingly modern methods of making learning

THE CLASSICAL OUTLOOK

Entered as second class matter Oct. 7, 1936, at the post office at Oxford, Ohio, under the act of March 3, 1879.

BUSINESS MANAGER: HENRY C. MONTGOMERY, Miami University, Oxford, Ohio

EDITOR: LILLIAN B. LAWLER, Hunter College, 695 Park Avenue, New York 21, N. Y.

ASSOCIATE EDITORS: W. L. CARR, University of Kentucky, Lexington 29, Ky.; KONRAD GRIES, Queens College, Flushing, N. Y.

SUBSCRIPTION \$1 PER YEAR. Annual fee of \$1 for membership in American Classical League includes subscription to

THE CLASSICAL OUTLOOK

Published monthly, October to May inclusive, by the American Classical League, Miami University, Oxford, Ohio
Copyright, 1951, by the American Classical League

LETTERS FROM
OUR READERS

A SALUTATIO

Mrs. Lois Ashton Larson, of the York Community High School, Elmhurst, Illinois, writes:

"Last year a *salutatio*, at daybreak, seemed to us a happy thought for the initiation of new members into our Latin Club. When seventy students indicated their intention of attending we transferred the setting from the Latin room to the cafeteria. A sophomore constructed table decorations in harmony with the theme of the day, and erected a 'yoke' of three 'spears,' for our 'captives' to pass beneath.

"Our 'clients' wore brown tunics. The host greeted them at the door; and when all were seated a light breakfast was served.

"The boys now expended enormous care to induce sneezes; for Professor Eugene S. McCartney, with whom we had corresponded, had told us in a letter that a sneeze would be a fortunate omen, even if the sneezer must 'surreptitiously take a little snuff.' When the omens were found to be favorable, lots were drawn, and the new members were brought forward, one by one, to pass beneath the yoke of spears and then to recite the Latin they had been memorizing for the occasion.

"Before each recitation, the student handed the Board of Judges a sheet of typed Latin that he proposed to recite. When he had finished, he was escorted to a club officer, where he signed the roster and was assigned his new Latin honorific *cognomen*. Another officer then invested him with a gilded cardboard coaster strung on a gold cord, representing a *bullae*, upon the obverse of which were the letters SPQR, and on the reverse the full new name. A third officer waited to bestow upon each new member the *sportula* prepared for him by his patron. (Sophomore girls had drawn names and provided lunches as *honoraria* to the new members, and a committee had made the *sportulae*.)

"The recitation proved a great success. The most eager freshman girl recited forty-five lines of Latin beautifully, and the least industrious did eighteen. At the conclusion of the program the chairman of the Board of Judges awarded five Latin crossword-puzzle books as prizes of the day.

"This combination *subjugatio*, *salutatio*, *recitatio*, *initiatio* pleased every-

interesting and his insistence that teaching should be not a duty, but a labor of love.

While religion is a difficult topic to handle in our public schools, it is the true source of our democratic ideals and therefore an essential part of good American citizenship. It was also an integral part of Roman citizenship. Here again the faith and beliefs expressed by living Romans seem to me more important than accounts of their myths and rituals—e.g., Cicero's conviction of divine Providence and immortality after the death of his daughter Tullia (*De Nat. Deor.* ii), Vergil's presentation of personal responsibility and final justice in the sixth book of the *Aeneid*, and Horace's warning to Rome (*Carm.* iii, 6, 5): "Because you conduct yourself humbly before your gods, therefore you rule"; and again (*Carm.* iii, 24, 35-6): "What profit are vain laws without moral support?"

All of which may lead the students to wonder why the Roman civilization went down to destruction when the people possessed such wisdom. One answer is that they knew the better but did the worse, gradually forsaking the old Roman virtues and republican ideals and turning to exploitation, corruption, luxury, and dictatorial rule. The social conditions revealed by Cicero's orations against Catiline, and the account of Catiline's speeches to his followers given us by Sallust in his *Catilina*, can serve to alert today's students to similar unhealthy conditions in the world around us, while at the same time reminding them that the evils of today are not new or insurmountable.

We might present specific projects for developing good citizenship, such as the excellent one described by Miss Juanita Downes in THE CLASSICAL OUTLOOK for November, 1950, in

which a class made a comparative study of the Ciceronian version of democracy and the current model. But it is just as important for us teachers to enrich our own experience with wide reading in Latin literature and in contemporary accounts of American democracy, becoming aware ourselves of the striking and helpful parallels in Roman and American life and thought and the value of the resulting sense of perspective and proportion. Our own imaginations and ingenuity will then suggest varied and unlimited ways of using our subject to teach for American democracy. Good citizenship is catching—the teacher must exemplify it in her own personal life and attitudes as well as in her methods of teaching. When the study of Latin makes us teachers better citizens, then and only then can we truly hope to teach for American democracy through Latin.



SCHOLARSHIP WINNERS

Winners of regional and state scholarships to the 1951 summer sessions of the American Academy in Rome or the American School of Classical Studies in Athens were: Of the Classical Association of New England, Van Courtlandt Elliott, of the Roxbury Latin School, West Roxbury, Mass.; of the Classical Association of the Atlantic States, Helen Shearman, of the Holton-Arms School and Junior College, Washington, D. C.; of the New Jersey Classical Association, Eileen Donohue, of the Bloomfield High School; of the Ohio Classical Conference, Adele Knight, of the Willoughby High School; of the Edith M. Jackson Rome Scholarship of the Pennsylvania State Association of Classical Teachers, Mary E. Auld, of the McKeesport High School.

one, and the whole program has been voted 'the best ever.'"

ANOTHER INITIATION

A teacher in the Hockaday School, Dallas, Texas, writes:

"Dux Femina Facti, our Latin club, initiated new members last year by grouping them according to the number of years they had studied Latin, and then calling upon each group to present impromptu entertainment. The Vergil students were requested to stage an original, unrehearsed skit on the meeting of Dido and Aeneas as it might happen in modern times. The Cicero class presented a highly melodramatic version of the exposure of the traitor Catiline by the dauntless Cicero, in the Senate. The Caesar students put on an edifying version of Caesar's defeat of the Helvetians as they tried to cross the river; one student made a particularly convincing corpse, and three others made a rather startling river. The elementary students were seated in a circle, and told to make up a story in Latin; with some struggling, they managed this as a cooperative enterprise. After lengthy debate on the subject, the older members finally consented to admit the initiates to memberships."

A STUDENT OF GREEK

Mr. C. M. A. Rogers, who is an attorney, a member of a well-known legal firm in Mobile, Alabama, writes:

"I have recently begun an independent study of Greek, and if you will advise me at your convenience of useful books to employ in this study, I shall appreciate it." Mr. Rogers is working with a first-year book, a grammar, three lexicons, a Greek New Testament, and the Greek records of the Linguaphone Institute. "I realize that there is no royal road to Greek," says Mr. Rogers, but he is determined to pursue his "hobby of self-instruction."

AN ACADEMIC SPECIMEN

Rev. Carl J. Thayer, S.J., of Boston College, writes:

"Last spring the Classical Academy of Boston College presented a formal Academic Specimen in selected orations of Demosthenes. Students in the class in rhetoric successfully defended the great Athenian statesman against the objections of three visiting professors, for one hour. The discussion centered on the translation, historical background, and rhetorical analysis of the eight most famous public orations and the masterpiece, the Crown oration.

"A special feature of the program was a modern version of the famous 'hespera men gar en,' centering on the conflict in Korea. The Specimen con-

cluded with questions from the floor. The young defenders responded capably and courteously, giving ample evidence of the unparalleled value of humanistic studies humanely pursued."

ENROLLMENTS AND CURRICULA

Professor Walter R. Agard, of the University of Wisconsin, writes:

"The University of Wisconsin faculty recently voted to require eight credits in foreign language study for the B.S. degree. Our minimum requirement in foreign language for the B.A. degree is twenty-four credits."

Mr. William L. Brunt, of the Pelham (New York) High School, writes:

"More students than ever are electing advanced Latin in my school."

ADDENDA

Professor Donald G. Baker, of Ursinus College, writes:

"Three points concerning J. W. Swain's book, *The Ancient World*, Vol. II, might have been added to the review in your issue of February, 1951 (pp. 57-8): (1) The first 82 pages (and several later sections, e.g. 178-207) deal with the Hellenistic Age, thus putting the infancy of Rome where it belongs; (2) early Christianity is treated extensively as a part of Roman history; (3) following several of the chapters are interesting notes of considerable length on important recent scholars in the field of Roman history."



AMERICAN CLASSICAL LEAGUE CITATIONS

The citations awarded annually by the Council of the American Classical League for "meritorious and distinguished service in behalf of the humanities," and in particular of the classics, in American life, have become famous. Persons of distinction such as Lowell Thomas, Thornton Wilder, Harry Emerson Fosdick, H. J. Haskell, Virginia C. Gildersleeve, John Kieran, Roscoe Pound, Dorothy Thompson, and Bernard Baruch have expressed themselves as honored upon the receipt of the beautifully printed citation documents in past years.

The persons selected for citation in 1951 are: Mary Ellen Chase, of Smith College; Robert Frost, the poet, of Vermont; Senator Theodore F. Green, of Rhode Island; and Ralph Merriam, of Chicago.

All of these distinguished persons have on numerous occasions expressed publicly their firm belief in the value of the classics for American education and life, and each has furnished in himself a superb example of the classically-trained American.

Suggestions for the 1952 citations may be sent to the President of the American Classical League, Professor Walter R. Agard, University of Wisconsin, Madison 6, Wis. —L. B. L.



OFFICERS OF THE AMERICAN CLASSICAL LEAGUE, 1951-52

Officers of the American Classical League for 1951-52 are as follows: President, Walter R. Agard, University of Wisconsin; Vice-Presidents, Anna P. MacVay, of Athens, Ohio, Sterling Dow, of Harvard University, Franklin B. Krauss, of the Pennsylvania State College, and E. J. Burrus, S. J., of St. Charles College, Grand Coteau, Louisiana; Secretary-Treasurer, Henry C. Montgomery, Miami University; Director of the Service Bureau for Classical Teachers, W. L. Carr, University of Kentucky; Editor of THE CLASSICAL OUTLOOK, Lillian B. Lawler, Hunter College; Business Manager of THE CLASSICAL OUTLOOK, Henry C. Montgomery, Miami University; Honorary Presidents, W. L. Carr, of the University of Kentucky, and B. L. Ullman of the University of North Carolina.

These officers are *ex officio* members of the Council.

Elective members of the Council of the American Classical League are as follows: George A. Land, of Newton High School, Newtonville, Massachusetts; Della Vance, of West View High School, Pittsburgh, Pennsylvania; Jonah W. D. Skiles, of the University of Kentucky; Fred S. Dunham, of the University of Michigan; Norman J. DeWitt, of the University of Minnesota; and Irene Crabb, of the Evanston (Illinois) High School.

In addition, there are fifteen other members of the Council, elected by various classical organizations as their representatives. Any association "wholly or mainly devoted to the promotion of classical studies," and enrolling at least one hundred and fifty members, is entitled to such representation. The names of persons representing these organizations will be furnished upon request by the secretaries of the several associations. Officers of associations entitled to representation on the Council are invited to communicate with Professor Henry C. Montgomery, Miami University, Oxford, Ohio, the Secretary-Treasurer of the American Classical League.

The Executive Committee of the Council consists of the President, the Secretary-Treasurer, and Della Vance, of West View High School, Pitts-

The Milne School
New York State College for Teachers,
Albany, N. Y.

summum crede nefas animam
praeferre pudori

"Classes" were held from Thursday afternoon, June 21, until Saturday noon, June 23, with intervals for eating perfectly wonderful meals, inspecting the newly-painted Service Bureau and its abundant materials, getting acquainted with fellow "students," and—oh, yes, sleeping.

The great Roman poet Vergil was born on October 15, 70 B.C. Why not celebrate his birthday, in Latin class, club, or assembly? For materials see page 10.

At eight o'clock on the same eve-

After surviving a violent thunderstorm during the night, the eager-eyed "students" assembled on Friday for further "classes" under the aegis of Professor B. L. Ullman of the University of North Carolina. (Mrs. Pauline E. Burton, of the Libbey High School, Toledo, Ohio, who was to have presided, was not able to attend.) Professor Harry L. Levy of Hunter College gave some hints on "Classroom Techniques in Reading Courses." The classroom should be turned into a laboratory ("with the stress on the etymological sense of the word"), and the meaning of the whole passage, not the translation of a single line, should be emphasized. In grammar, the broadest interpretation of the use of a case should be taken; e.g., the function of the genitive is not merely to show possession, but to connect one noun with another in a variety of relationships. Dr. Levy calls this "the rule of broadest coverage." Next John F. Latimer of George Washington University, Washington, D. C., gave a survey of "Early American Latin Texts and Teaching Methods," for "teaching Latin is the oldest educational activity in America." Then came a demonstration of the latest type of audial aid in Latin teaching, the Minnesota "Tapes for Teaching." Mr. Laurence B. Lueck, Research Chemist of the Minnesota Mining and Manufacturing Company, played portions of the four different series of tapes prepared by the Classics Department of the University of Minnesota. The entire library of tapes is now available to any teacher in the United

States. For a catalogue and detailed information teachers may write to Minnesota "Tapes for Teaching" Project, Bldg. TNM, University of Minnesota, Minneapolis 14, Minn. The last two speeches of the morning were those of Kathryn Bowen, of Trinity University, San Antonio, Texas, who showed the wealth of classical mythology in poetry, and Rev. Philip D. Moriarty, S. J., Cranwell Preparatory School, Lenox, Mass., who, in describing "Latin Studies in the Jesuit School Curriculum," said that there is an "abiding attitude of adherence to the classics among Jesuits." Latin gives training in a "mental method" and supplies "mental content"; Latin gives certain fundamental ideals, interests, and attitudes toward problems.

Miss Grace Albright, Washington Irving High School, Clarksburg, West Va., presided on Friday afternoon. First came the annual reports of the officers of the American Classical League: Walter R. Agard, President; Henry C. Montgomery, Secretary-Treasurer; Lillian B. Lawler, Editor of *THE CLASSICAL OUTLOOK*; and Wilbert L. Carr, Director of the Service Bureau. Professor Agard commented upon the tremendous increase in Junior Classical League membership; the JCL now boasts 541 chapters and 12,626 members. A vote of thanks was given to Miami University and to Professor Montgomery, who was in charge of local arrangements, for the splendid hospitality accorded the Institute. Professor Lawler thanked the many contributors to *THE CLASSICAL OUTLOOK* and called attention to the unusually high quality of the material contributed and published during the year 1950-51. Professor Carr said that the teacher-placement efforts of the League would be continued for one more year on an experimental basis; he also announced a forthcoming publication—an English, Latin, and Greek derivative dictionary. Since the expense of printing a Roman calendar with pictures makes the sales price prohibitive, the suggestion was made that the Service Bureau publish one without pictures.

The remainder of the afternoon was devoted to "Questions and Answers," with Professor Carr as moderator of a panel consisting of George A. Land, Newton High School, Newtonville, Mass.; Lillian B. Lawler, Hunter College of the City of New York; Clyde Murley, Northwestern University; Norma M. Nevin, Edgewood High School, Pittsburgh, Pa.; Florence E. Raanes, New York State College for Teachers, Albany; Jonah W. D. Skiles, University of Kentucky; B. L. Ull-

man, University of North Carolina; Dorrance S. White, University of Iowa; and Orthia L. Wilner, State Teachers College, Milwaukee, Wis. Typical questions were: What is the value of prose composition in the teaching of Latin? What plan is to be adopted by the teacher to provide for the two extremes in his class: (1) superior students who will perhaps make Latin their life interest, and (2) students who will never be capable of mastery but who can derive considerable help in English and in general culture? What shall be the classroom procedure when all homework has been tabooed?

At dinner that evening, Professor Franklin B. Krauss of The Pennsylvania State College introduced as speaker Mr. Philip Adams, Director of the Cincinnati Art Museum. Mr. Adams spoke very eloquently about the problems that artists and classicists have in common in today's practical world.

The appointed hour of 8:15 P. M. found the "students" assembled in Benton Auditorium to hear Professor Mason Hammond of Harvard University speak on "The Concept of the City State." Professor Hammond traced the development and decline of the city state, and concluded with the message that any form of government is doomed if tradition keeps it from adapting itself to new situations. The self-sufficient state now is as outmoded as was the self-sufficient city state.

Last on the program that evening was a preview of the new Technicolor Coronet film, "Why Study Latin?" The film sets forth in a convincing and natural manner the benefits derived from the study of Latin.

The time had passed so quickly that it was a shock to many of the "students" to realize that it was Saturday morning and they were assembled for their last "classes." Professor Mars M. Westington of Hanover College introduced Charles D. Perry, of the University of Alabama. His intriguing title, "Lost: Two Years . . . Liberal Reward," prefaced an interesting paper on the problem of the student who continues Latin in college after a two-year "rusting" interval. Next was Professor David M. Robinson, who accompanied with slides his speech on "Greek and Roman City Planning." One interesting fact mentioned by Professor Robinson was that he had found at Olynthus evidence that hot and cold showers existed as early as 300 B. C. He was followed on the program by Edith Woodfin West, of Florida State University, who read

a very clever "Blue Book of Etiquette" for Romans of the imperial period. There were specific rules of behavior for weddings, dinners, funerals, etc. "The Housing Problem in Ancient Rome" was discussed and illustrated with slides by Dorothy M. Robathan of Wellesley College. Professor Robathan gave the latest information about excavations at Ostia. Professor W. C. Korfmacher's message for "The Classics in the Century's Sixth Decade" was that ideas and thought content may be the theme of classicists; that courses in classics in translation should be promoted, as long as classicists teach them; and that teachers of the classics should extend their publication beyond the bounds of classical journals, and should address non-classical, as well as classical, organizations.

The "students" then, having completed their "course of study," returned to Hamilton Hall for what was for some a hurried lunch; there were buses, trains, and planes to be made. "Students" and "faculty" scattered once again to the four corners of the United States. They took with them a resolution to "register" again at this same "Institution" when it meets for the Fifth Annual Latin Institute at Miami University in 1952. After all, next year there will be even "fifth-year" or "graduate students"! Won't you—and you—and you—join them?



THE JUNIOR CLASSICAL LEAGUE

By ESTELLA KYNE

Wenatchee (Wash.) High School

The Junior Classical League is a national organization of Latin clubs on the high-school level, with a present membership of 12,626. Sponsors of Latin clubs in all parts of the country are invited to affiliate their groups now with the JCL. A life membership costs only 65¢, and carries with it a sterling silver pin and a membership card; or, if no pin is desired, the membership with card alone costs only 25¢. Clubs may retain their original names, within the framework of the JCL, if they wish to do so. Twenty-four states have JCL chairmen, and have, or are forming, state federations. A national publication is also being planned.

The National Committee on the Junior Classical League consists of the following persons: Chairman, Miss Estella Kyne, Wenatchee, Wash. (Publicity); Miss Lourania Miller, Dallas, Texas (Federations); Sister M. Concepta, University City, Mo. (Programs); Miss Augusta Gibbons,

Sharon, Pa. (Membership); Dr. Stewart I. Gay, Monticello, N. Y. (Bulletin).

State Chairmen are as follows: Alabama, Miss Mary Sherrod, High School, Sheffield; Arizona, Miss Paloma White, 690 Orange Ave., Yuma; District of Columbia, Miss Elizabeth Shields, Roosevelt High School, Washington; Florida, Miss Lynnette Thompson, Florida State University, Tallahassee; Idaho, Miss Mary Hogarth, Boise High School; Illinois, Miss Mary Sharp, Fairbury High School; Kansas, Miss Lorina Knoll, Kingman High School; Kentucky, Miss Mary Wood Brown, Clay High School, Lexington; Michigan, Miss Helene Wilson, Dearborn High School; Minnesota, Miss Marion Parkos, Fairmont High School; Mississippi, Miss Sue Watkins, Bobo High School, Clarksdale; Missouri, Miss Helen Gorse, Hanley Junior High School, University City; Montana, Mrs. Mabelle Irvin, Whitefish High School; New Jersey, Mrs. Ellen Stubbe, Plainfield High School; New York, Miss Florence Raanes, Milne School, Albany; Ohio, Miss Lois Bickelhaupt, Clay High School, Toledo; Pennsylvania, Miss Adeline E. Reeping, Latrobe High School; South Dakota, Mrs. Catherine B. Boyd, Kimball High School; Texas, Miss Mildred Sterling, Waco High School; Virginia, Mrs. W. L. Lynn, Clifton Forge High School; Washington, Miss Donna Rehphol, Wenatchee High School; West Virginia, Mrs. Bessie P. Green, Romney High School; Wisconsin, Miss Leone Fenzl, Oshkosh High School; Wyoming, Mrs. Ruth W. Bauder, Cheyenne High School.

Persons interested in the Junior Classical League are cordially invited to communicate with any of these officials.

AMERICAN CLASSICAL LEAGUE—REPORTS OF OFFICERS

REPORT OF THE PRESIDENT

This has been another good year for the American Classical League. Our membership has increased from 3080 to 3091, and the Junior Classical League from 471 chapters to 541, and from 11,432 members to 12,626—an all-time high. Financially we are in sound condition. THE CLASSICAL OUTLOOK, "the world's greatest educational bargain," has maintained its high standards.

The Service Bureau has revised and added to its materials, and has initiated a placement service which has listed 62 applications from teachers, provided information to over 20 pros-

pective employers, and made contact with scores of college and university placement bureaus. As this source becomes better known it bids fair to perform an extremely useful service for our members.

All of our committees have done faithful and efficient work. I want to call special attention to the forthcoming report of the Committee on the Classics in Humanities Courses, which will be of great interest and value to college teachers.

In addition to thanking the officers and staff, chairmen of committees, and committee members who have made this year's work memorable, I must award a citation of exceptional merit to those responsible for the 1951 Latin Institute at Oxford June 21-23, especially to Franklin B. Krauss, chairman of the program committee. Those who were present will agree that information, inspiration, and good fellowship in an idyllic setting combined to make the Institute an experience long to be remembered. Let's spread the news about it at our state and regional classical meetings; let's bring along with us next year some of our colleagues, especially those who are just starting their teaching careers; let's help George Land, chairman of the 1952 Institute program committee, prepare the best program yet. For such sessions arouse in us the faith and courage, the poise and initiative, and the insight which we shall need more than ever in order to meet tomorrow's problems, and which our country will need in order to fulfill its new responsibilities.

—WALTER R. AGARD
President

REPORT OF THE SECRETARY FOR THE YEAR 1950-51

Comparative Membership Table

	1951	1950
Annual	3025	3008
Life	50	50
Patrons	1	3
Supporting	15	19

Total	3091	3080
Junior Classical League: Total		
1951.....	12,626	1950.....11,432

REPORT OF THE TREASURER FOR THE YEAR, MAY 1, 1950—MAY 1, 1951

CURRENT FUNDS

Receipts

Annual Dues	\$ 2751.20
Junior Classical League	6908.19
Patrons	25.00
Supporting Members	75.00
Sales of Material	6781.38
Advertising	418.15
Combinations Received	2771.85

Total\$19730.77

Disbursements

Purchase of Material	923.22
Junior Classical League	5586.43
Postage	737.94
Combinations Paid	2781.30
Printing and Stationery	1021.30
Office Supplies	509.81
Office Equipment	201.30
Clerical Help	4192.20
Extra Clerical Help	258.85
The Classical Outlook	2431.60
Miscellaneous	140.93
Auditing	25.00
Council Meetings	79.61
Lists	9.50
Director's Expenses	144.59

Total	\$19043.58
Investment Account	\$3700.00
Savings Accounts	2500.00
Interest on Savings	253.04

—HENRY C. MONTGOMERY
Secretary-Treasurer

REPORT OF THE DIRECTOR OF THE SERVICE BUREAU

Your Director has continued the routine task of editing and publishing new material for the Service Bureau, and of re-examining old material for revision or discard. He has also answered, to the best of his ability, hundreds of letters of inquiry on all sorts of questions connected with the teaching of Latin and Greek.

New material for the Service Bureau is always welcome, but its publication by the Bureau can be justified only on the probability that it will meet with a reasonably large demand. The Bureau is a non-profit organization, but it must also be a non-deficit organization.

For the calendar year 1951, the Bureau has undertaken experimentally a new project, namely a simple and inexpensive teacher placement service for members of the League. The only charge to an applicant has been a registration fee of \$1.00. A list of the applicants, along with pertinent data for each, is sent on request to any prospective employer. Publicity for this service has been given in the columns of THE CLASSICAL OUTLOOK and through letters addressed to directors of placement bureaus in the colleges and universities. The response from applicants and prospective employers would seem to justify continuing the experiment for the year 1952. Members of the League can help greatly by telling prospective employers of this service, and also by notifying the Director of any vacancies that may come to their attention.

The Director is happy to announce that the Bureau has secured the privilege of publishing an English-Latin-Greek Lexicon, a project which the

League planned as a part of the Classical Investigation of 1921-24, and which has just been completed by Dr. Rudolf F. Schaeffer. It is our hope that the League will be able to secure a subsidy to cover the cost of publication so that the lexicon can be distributed at a price low enough to make it possible for every teacher of Latin or Greek or English to procure a copy.

In closing this report, your Director wishes to express his deep gratitude to Dr. Lawler for a generous allotment of space in each number of *THE CLASSICAL OUTLOOK*, and to Mrs. Polly Jones and Mrs. Edna Cunningham in the home office, who, in addition to performing their manifold duties as assistants to Professor Montgomery, Secretary-Treasurer of the League and Business Manager of *THE CLASSICAL OUTLOOK*, have served so efficiently as mimeographers of new material and as shipping clerks for the thousands of Service Bureau items which were sent out during the fiscal year.

—W. L. CARR
Director

REPORT OF THE EDITOR OF THE CLASSICAL OUTLOOK

During the past year, more than ever before, the Editor has been deeply indebted to her Associate Editors, Professors Carr and Gries; to the contributors to *THE CLASSICAL OUTLOOK*; to the officers of the American Classical League; and to the business staff at Oxford. An accident suffered in November forced her to edit *THE CLASSICAL OUTLOOK* practically by reflex action for a considerable portion of the publication year; and without the yeoman assistance of all of her associates, this particular volume would undoubtedly have been sub-standard.

In spite of vicissitudes, however, the several numbers comprising the fifteenth volume of *THE CLASSICAL OUTLOOK* (the twenty-eighth in the continued *Latin Notes* series) came out reasonably on time. All of the usual features and departments were continued. The volume filled its quota of 96 pages, of which fourteen were devoted to advertising. Contributors numbered 80, and represented 24 states, the District of Columbia, and Canada.

It is a matter of pride that in its short life *THE CLASSICAL OUTLOOK* has published material from every state in the union except Delaware, Idaho, and Nevada. We deplore the absence from our pages of these three states, and continue to hope for their cooperation. Some states have been represented in practically every one of our volumes; in this category are

California, Connecticut, Illinois, Indiana, Kansas, Massachusetts, Michigan, Minnesota, Missouri, New Jersey, New York, Ohio, Oklahoma, Pennsylvania, Texas, Washington, and Wisconsin, and also the District of Columbia and Canada.

In the fifteenth volume, as in its predecessors, the editors of *THE CLASSICAL OUTLOOK* have made an effort to present to its readers articles of three major types—"informational," "inspirational," and "pedagogical." In this effort we believe we have had some success. Also, a great many new articles of all three types have come in during the year—so many, in fact, that it will take a long time for some of our accepted articles to see the light of day. Also, verse contributions reached such proportions during the year that it became necessary finally to declare a moratorium, for the time being at least, on all poetic contributions except those entered in our verse-writing contest for students. This action grieved us no less than it did our poets, but it seemed inevitable.

To all of our contributors the Editor extends thanks, and apologies for long delays in publication. To our readers she expresses gratitude for their forbearance in a difficult year, and for their kindness and encouragement, as expressed in numerous letters.

—LILLIAN B. LAWLER
Editor

NOTES AND NOTICES

Officers of the Classical Association of New England for 1951-52 are: President, Frances T. Nejako, of the Middletown (Conn.) High School; Vice-President, Thomas Means, of Bowdoin College; Secretary-Treasurer and Representative to the Council of the American Classical League, F. Stuart Crawford, of Boston University.

Officers of the Classical Association of the Atlantic States for 1951-52 are: President, Emilie Margaret White, Director of Foreign Languages, Divisions 1-9, Washington, D. C.; Vice-Presidents, Emory E. Cochran, of the Fort Hamilton High School, Brooklyn, N. Y., and Earle L. Crum, of Lehigh University; Secretary-Treasurer and Representative to the American Classical League, Eugene W. Miller, University of Pittsburgh; Editor of *The Classical Weekly*, Harry L. Levy, Hunter College of the City of New York.

Officers of the Classical Association of the Middle West and South for

1951-52 are: President, W. C. Korf-macher, Saint Louis University; First Vice-President, Grace Beede, University of South Dakota; Secretary-Treasurer and Representative to the American Classical League, John N. Hough, University of Colorado; Editor of *The Classical Journal*, Clyde Murley, Northwestern University.

Officers of the American Philological Association for 1951 are: President, William C. Greene, of Harvard University; First Vice-President, T. Robert S. Broughton, of Bryn Mawr College; Second Vice-President, J. A. O. Larsen, of the University of Chicago; Secretary-Treasurer and Representative to the American Classical League, Meriwether Stuart, Hunter College of the City of New York; Editor, Philip H. DeLacy, of Washington University, St. Louis, Mo.

Officers of the Archaeological Institute of America for 1951 are: President, Hugh Hencken; First Vice-President, Gilbert Bagnani; General Secretary, Van L. Johnson; Treasurer, Walter C. Baker; Recorder, Christine Alexander; Editor, Glanville Downey; Editor of Non-Technical Publications, Jotham Johnson.

Officers of the Classical Society of the American Academy in Rome for the current year are: President, Arthur E. Gordon, University of California; Vice-presidents, Lucy T. Shoe, Institute for Advanced Study, and Edward Capps, Jr., Oberlin College; Secretary, Doris M. Taylor, Western Reserve University; Treasurer, Lois V. Williams, New York State College for Teachers, Albany.

National trustees of Eta Sigma Phi are: Victor D. Hill, Ohio University, Chairman (1949-52); Grace L. Beede, University of South Dakota (1950-53); Lillian B. Lawler, Hunter College (1949-52); H. Lloyd Stow, University of Oklahoma (1951-54); William H. Willis, University of Mississippi (1950-53). The Executive Secretary is Graydon W. Regenos, Tulane University; Professor Regenos is also Editor of the publication *Nuntius*. The Honorary President of the fraternity is Gertrude Smith, University of Chicago; the Honorary Executive Secretary is W. C. Korf-macher, Saint Louis University.

MATERIALS

Professor Wm. M. Seaman, of the Michigan State College, East Lansing (323 Morrill Hall), has for sale three sets of color slides, plus a supplementary list of 211 items. The sets are

FOR (the Roman Forum), \$10; ROM (Rome), \$12; and POM (Pompeii), \$10. The supplementary list covers many sites. Single slides are 50¢. Further information may be obtained from Professor Seaman. Other color slides may be obtained from: Morris Rosenblum, 959 Carroll St., Brooklyn 25, N. Y.; Professor Laura B. Voelkel, Mary Washington College, Fredericksburg, Va.; and Professor Saul S. Weinberg, 211 Jesse Hall, University of Missouri, Columbia, Mo. Lists may be obtained upon application to any of these persons.

"Histoons," a series of amusing cartoon puzzles based on early Roman history and legends, may be obtained from Mrs. Louise Keller Dreisbach, Gibraltar, Pa. Prices are: 10¢ each for 1-19 copies; 5¢ for each additional copy beyond 19. Mrs. Dreisbach also sells the popular "Myth-Toons," mythological cartoons, at the same prices.

Mr. Goodwin B. Beach has some mimeographed copies of his Latin essay, *Disputatio Vellauodunensis*, which won Honorable Mention in an international contest conducted in Rome last year by the Institutum Studiis Romanis Provehendis. While the supply lasts, copies may be secured at 50¢ each from the author, at 740 Prospect Ave., Hartford 5, Conn. The essay is a superb example of "Modern Latin."

On April 9, 1951, a double issue of *The Classical Weekly* was devoted to an extensive review and discussion of the new *Oxford Classical Dictionary*, by Arthur S. Pease and Sterling Dow. The review is "planned to be used." It has a table of contents, and discusses previous classical dictionaries as well as the one under review. Extra copies of the review are available for 25¢ each (in stamps). Address Professor Harry L. Levy, Hunter College, 2900 Goulden Ave., Bronx 63, N. Y.

"The Status of Latin in the West Virginia Schools," an eight-page mimeographed report of a study made by Professor C. G. Brouzas, of West Virginia University, Morgantown, W. Va., will be of great interest to teachers of the classics. For copies, address Professor Brouzas.

AMERICAN CLASSICAL LEAGUE SERVICE BUREAU

Please do not send cash through the mails. If you send cash and it is lost, we cannot fill your order. Please use stamps, money orders, or checks. The latter should be made payable to the American Classical League. If a personal check is used, please add 5¢

for the bank service charge. If you must defer payment, please pay within 30 days.

Ordering should be done carefully, by number, title, type (poster, mimeograph, pamphlet, etc.). Material ordered from the Service Bureau is not returnable. After two trips by mail the material is likely to be too badly damaged for resale; since the Service Bureau is a non-profit-making organization, it cannot absorb losses such as this.

Please order material at least two weeks in advance of the date on which you want to use it. In an emergency, add 20¢ for special-handling postage.

The address of the Service Bureau is Miami University, Oxford, Ohio.

W. L. CARR, Director

The Service Bureau announces the following radio and other programs:

RADIO SCRIPTS

Mimeographs

3. Death of a Democracy. The conspiracy of Catiline. 20¢
5. Patriotism in the Roman Republic. 20¢
443. But Why Latin? A radio talk. 20¢
461. Broadcast of Caesar's Battle against the Nervii. 10¢
532. What the Classics Do for High School Pupils—A Radio Talk. 15¢
551. A Trip through Roman History. A burlesque "sound effects" skit. 15¢
593. Practical Notes on the Production of Radio Programs. 15¢
601. Apologies to the Romans and to Horace Heidt. A burlesque. 15¢
602. New Words—A Radio Talk. 15¢
603. Cicero versus Catilinam, or Mr. District Attorney. A burlesque radio skit. 15¢
604. They Will Gossip. The story of the boy Papirius, in the form of a radio skit or assembly program. 15¢
605. The Fall of Troy. A dignified presentation of Book II of Vergil's *Aeneid*. 20¢
606. Roamin' with the Romans. This program, with its hints of St. Valentine's Day and its patriotic sketches, could serve admirably for a February assembly, or for radio. 20¢
619. To the Muses. This ode can be used as an introduction to a program on the Muses, for assembly, classical club, Roman banquet, or radio. 10¢
622. Hippolytus. A radio script. 25¢
626. Greeks vs. Romans—A Football Classic. A sports broadcast. 15¢
629. Amo, Amas, Amat. Radio script about English derivatives. 25¢
635. You're Tied to Latin. A playlet or radio script. 20¢
639. All Gaul. A radio script or play in two acts. 40¢
640. Latin Is Fun. A radio broadcast. 25¢
670. Out of This World. A fifteen-minute radio skit based on the sixth book of the *Aeneid*. 25¢
129. Some Living Statues. 4 "statues" and an announcer. Directions for make-up, staging, etc. 20¢
130. Roman Water Carriers. 4 girls. A simple dance-drill. Full instructions. 20¢
356. The Delphic Oracle. An evening's entertainment. 15¢
381. A Trojan Festival. Many characters, all boys. A pageant for boys, based on *Aeneid* V. 10¢
406. A Roman Style Show. Many characters. 20¢
426. An Easter Pageant in Latin. Tableaux. 20¢
477. Suggestions for a Roman Circus. Many characters. 10¢
507. A Day with the Muses. Many characters. A classical program. 10¢
522. Directions for the Construction of Marionettes and a Stage for Them. 15¢
537. A Visit to Mount Olympus. Many characters. A mythological pageant. 15¢
566. The Loves of Jupiter. Directions for making hand puppets, and two scenes for them. 10¢
580. The Morning of the Wedding—a Roman fashion show for girls. Many characters, all girls. 15¢
581. Suggestions for Celebrating the Ides of March and the Birthday of Rome, April 21. 15¢
592. Some Suggestions for May Day or Spring Festivals. 15¢
621. "Cupid and Psyche" in Living Pictures. 4 girls, 2 boys. 15 minutes. 20¢
623. The Labors of Hercules in "Television." Amusing shadow pictures. 2 girls, 5 boys, and narrator. 15 minutes. 25¢
637. An "April Fool" Program for the Classical Club. Taken in part from THE CLASSICAL OUTLOOK for April, 1944. 20¢
643. An Initiation Ceremony, including a Program of Twenty Questions. Can be used also as a radio or assembly program. 3 boys, 2 girls, many extras. 20 minutes. 25¢
646. An Ancient Choral Dance. Can be performed by any number of girls or boys. Requires no special ability or dance training. 15¢
653. Pomona: A Puppet Play. 5 puppets. Or may be given as a stage play. 1 girl, 4 boys. 15 minutes. 20¢

654. Persephone: A Puppet Play. 6 puppets. Or may be given as a stage play. 3 girls, 2 boys. 20 minutes. 25¢
658. Official Initiation Ceremony of the Junior Classical League. 15¢
668. Living Pictures from Mythology. May also be used for Living Statues. 20¢

STAGING AND
COSTUMING OF CLASSICAL PLAYS
Mimeographs

63. Roman Dress. 25¢
119. How to Make a Roman Toga. 15¢
171. How the Romans Dressed. Illustrated. 25¢
222. The Presentation of Simple Latin Plays in High School. 15¢
407. Dimensions for Greek Costumes. 10¢
434. Directions for Making the Costume of a Roman Legionary Soldier. 5¢

Article

- "On Giving Latin Plays." THE CLASSICAL OUTLOOK for April, 1942. 15¢

MATERIAL FOR CELEBRATING
VERGIL'S BIRTHDAY (OCTOBER 15)

Mimeographs

91. Very Tragical Mirth. A burlesque of *Aeneid* I, II, and IV, in shadow pictures. 10¢
193. The Judgment of Paris. A play in English. 10¢
350. Vergil as a Magician, in the Middle Ages. 20¢
378. In Honor of Vergil. A play for 11 girls, dealing with the women of whom Vergil wrote. 10¢
381. Trojan Festival. A pageant for boys, based on *Aeneid* V. 10¢
383. Juno Tries to Change the Decrees of Fate. An amusing skit in verse, on Juno's attempt to destroy Aeneas. 20¢
387. Suggestions for a Vergilian Program for Students Not Studying Vergil. 10¢
605. The Fall of Troy. A radio program for the Vergil class. A dignified presentation of the story of Book II of the *Aeneid*. 20¢
625. As It Really Happened. A burlesque of the Aeneas-Dido story. 2 girls, 1 boy. 10 minutes. 20¢
627. The Return to Carthage. A dramatic poem, based on an imaginary visit of Aeneas and Ascanius to Carthage, many years after the death of Dido. Can be used as part of a Vergil program. 10¢
629. Amo, Amas, Amat. A radio program or playlet for the Vergil class. 6 boys, 5 girls. 25 minutes. 25¢

Supplements

44. A Vergilian Fantasy. An elaborate pageant play, to be produced on Vergil's birthday. 10¢
47. Vergil, the Prophet of Peace. A pageant, using themes from several of Vergil's works. 10¢

Bulletins

- IX. Paris of Troy. A pageant-play in English verse. 15¢
- XV. Vergilian Papers. 20¢
- XVII. Suggestions for Teachers of Vergil. \$1.00
- XVIII. A Journey through the Lower World. A pageant based on Book VI of the *Aeneid*. 20¢
- XXVIII. A Bibliography of Vergil. 50¢

Pamphlet

35. Song, "In Vergilium." 5¢

GOVERNMENT AND VOTING

Mimeographs

1. A Summary of Points to be Remembered in Regard to the Government of Rome in the Time of Cicero. 15¢
82. A Simple Account of Legal Procedure of a Roman Court. 10¢
109. A Meeting of the Senate. 10¢
159. Social Problems in Cicero's Time. 15¢
220. Some Ideas Regarding Citizenship to Be Found in the Four Orations against Catiline. 15¢
463. Elections and Voting among the Romans. 20¢
516. Cicero and Modern Politics. 25¢
531. Sentina Rei Publicae: Campaign Issues, 63 B. C. 20¢
548. Contracts for Third Year Latin. 10¢
576. Mid-term Examination in Cicero. A test to show how the study of Cicero helps a student to be a better citizen of a democracy. 10¢
632. Government and Politics—Then and Now. 15¢
- Bulletin XXIV. The Writing on the Wall. Election notices in Pompeii. Illustrated. 45¢

OCTOBER AND HALLOWE'EN

Mimeographs

356. The Delphic Oracle. An evening's entertainment. 15¢
544. Halloween Programs for the Latin Club. 10¢
555. The Haunted House. A play in English. 20¢
586. A Mythological Football Rally. Ancient mythological characters suddenly appear at a modern rooters' meeting. 15¢
626. Greeks vs. Romans—A Football Classic. A sports broadcast from the realm of the shades. 2 boys. 6 minutes. 15¢

THANKSGIVING

Mimeographs

420. A Thanksgiving Day Program.

A suggestion. 5¢

546. Thanksgiving for Latin. A play in English. 20¢

RECENT PUBLICATIONS

171. How the Romans Dressed. Revised April, 1951. 25¢
227. Practical Suggestions for the Caesar Teacher. Revised March, 1951. 15¢
448. A List of Secondary Latin Textbooks. Revised April, 1951. 15¢
658. Official Initiation Ceremony of the Junior Classical League. 15¢
660. The Twilight of the Gods. A playlet in one act. The Emperor Constantine's spirit appears at a meeting of the Olympian deities and predicts the triumph of Christianity over paganism. 7 boys and 6 girls. 20 minutes. 20¢
661. A Latin Story Selected from the Vulgate and Edited with Vocabulary and Notes by Sister Mary Donald, B.V.M. 15¢; in quantities of ten or more, 10¢ each.
662. A List of Historical Novels Dealing with Classical Themes. Revised March 1, 1951, by Lt. Col. S. G. Brady, U. S. A., Retired. 25¢
666. School and Community Publicity. A teacher's manual prepared by Pauline E. Burton, Chairman of the Committee on Public Relations of the American Classical League. 20¢
667. The Prize Apple; or Apples That Glitter Like Gold May Be Green. A very modern variation on the old theme of the Judgment of Paris. A playlet in English. 3 boys and 10 girls. 20¢
668. Living Pictures from Mythology. May also be used for Living Statues. Arranged by Sister M. Concepta, R.S.M. 20¢
669. A List of Publishers and Their Offerings of Inexpensive Translations of Classical Authors. Adapted from an article by William H. Stahl which was published in *The Classical Weekly* for Jan. 29, 1951. 20¢
670. Out of This World. A fifteen-minute radio skit based on the sixth book of the *Aeneid*. By the members of the Vergil class in the Radford High School, Detroit, Aroline C. Arms, teacher. 25¢
671. Furianus Gets a Father. A hilarious playlet depicting Roman life. In English with some Latin interspersed. 5 boys and 5 girls, with extras for slaves. A "canis" and a "catta" add to the merriment. By students of the Roosevelt High School, Honolulu, H. T., Alice Carlson, teacher. 35¢

Visual Aid Projects for Latin Classes

ROMAN HOUSE

(Pompaeian Plan)

11 x 22 x 3½ inches, printed on heavy cover paper.
Full construction directions with each house.—\$1.50

ROMAN FORUM

Using Forum map 27 x 42 inches drawn to scale for base. On map 18 photo prints of various places of interest are to be set up in wooden holders. This is a very popular project.—\$3.50

Five dozen prints of Roman ruins taken by teacher of Latin for class room use.—\$.85

Please send money order with order.

THE EDITH M. COOKE PROJECTS
Westtown, Pa.

To help more boys and girls
get more out of Latin

the **SCOTT-HORN-GUMMERE**

USING LATIN 1

Attainment Tests for Book 1

USING LATIN 2

Attainment Tests for Book 2

Write the office nearest you for free examination materials and a copy of the *Using Latin* Map of Italy.

**SCOTT, FORESMAN
AND COMPANY**



Chicago 11	Pasadena 2
Atlanta 3	San Francisco 5
Dallas 1	New York 10

Renaissance Of Latin

RESPONDE MIHI

audio-visual materials

42 filmstrips 66 recordings

Have you received our newest list?

* * * *

In use in 1500 schools

TODAY'S way of teaching for more enthusiastic students and better results.

Richard H. Walker

8 Masterton Road
Bronxville 8, N. Y.

The

American Classical League

Service Bureau

makes available for you hundreds of
useful and stimulating items:

Posters

Catalogue of Visual Aids

Games

Greeting Cards

Junior Classical League Material

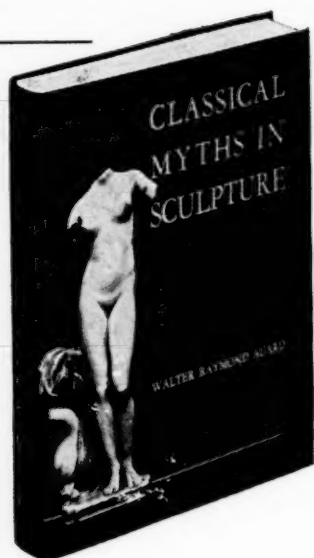
Books, Pamphlets, Mimeographs

Write for revised, classified, list of mimeographs

AMERICAN CLASSICAL LEAGUE

Miami University, Oxford, Ohio

CLASSICAL MYTHS IN SCULPTURE



by Walter Raymond Agard

- Students and teachers of the classics have for a long time felt the need of a comprehensive survey of the myths as represented in art. Here for the first time Walter Raymond Agard, professor of classics at the University of Wisconsin, presents such an account of the sculptural treatment of myths.

An evaluation of ancient, medieval, Renaissance, baroque, French classical, neo-classic, modern European, English, and American sculpture. Mr. Agard, as in his previous works, provides us with fresh insights which are both provocative and stimulating. Selective bibliography and a glossary of divinities.

220 pages.

100 illus.

\$5.00

THE UNIVERSITY OF WISCONSIN PRESS 811 State Street, Madison 5, Wis.

AUXILIUM LATINUM

FOREMOST CLASSROOM LATIN MAGAZINE
IN THE WESTERN HEMISPHERE
ESTABLISHED, PRODUCED AND PUBLISHED IN U.S.A.

(Now in its 24th Volume)

Dr. A. E. Warsley, Editor

Sponsored by

The Association for Promotion of Study of Latin

(Membership Card issued with Subscription)

Affiliated Projects:

NATIONWIDE LATIN EXAMINATION FOR STUDENTS
STUDENTS' NATIONAL LATIN HONOR SOCIETY

Address all communications to:

DR. ALBERT E. WARSLEY, Editor
AUXILIUM LATINUM MAGAZINE

P. O. Box 501
ELIZABETH, NEW JERSEY